

READING LEVEL TARGETS

To aid in monitoring student progress in reading and to assist us in identifying students who may need support, Flinders Park Primary School has set the following reading targets:

School Year Level	Target Reading Level Colour
End of Reception	blue 9-11
End of Year 1	turquoise 17-20
End of Year 2	silver 21-24
End of Year 3	emerald / white 25+

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Tracking Your **Child's Reading**

at

Flinders Park

Primary School

Reception - Year 3



LEARNING TO READ IS FUNDAMENTAL

At Flinders Park Primary School we work with each child to teach, support and monitor reading development with the support of families.

Reading ability begins with speaking and language skills and is developed through learning of phonological awareness (letter-sound knowledge), decoding and comprehensive strategies.

READING LEVELS / COLOURS

Your child will be assigned a reading level colour based on grouping of Reading Recovery Levels adopted across South Australia. This level is determined by reading with a teacher who will conduct a Running Record.

WHAT IS A RUNNING RECORD?

A Running Record is a reading assessment **tool for analyzing a student's reading ability** to inform teaching and monitor progress. It involves a student reading aloud to a teacher. The teacher records correct words, attempts at unknown words and strategies the student uses. A percentage is calculated and students are given a level that is an **"instructional zone". That is - not too easy or not too hard but "just right" for keeping the meaning of the text with opportunities to work out new / unknown words.**

When a teacher undertakes a Running Record assessment with a student they are looking for:

- reading between 90-95% accuracy (only 1 error per 15—20 words)
- use of reading strategies
- self correction
- fluency
- comprehension (literal and inferential)

If the child is able to demonstrate these reading behaviours and understands the text at an appropriate level they will progress to the next reading level.

WHAT LEVEL IS MY CHILD ON?

Your child will be supported to choose take home books to read with the colour band assigned by their teacher. This gives them the best opportunity to practice becoming fluent. It also enables them to comprehend meaning and retain enjoyment from reading. After Level 30 students are more independent readers. They are then monitored using the Developmental Reading Assessment. (Usually from Year 3 and beyond).

PICTURE BOOKS v TAKE HOME READERS

Often when children begin school we become **" reader focused"**. **It is really important to not** lose the importance of parents reading to children. The regular reading of picture books (or chapter books as they get older) from home, school or public library has a big influence on reading development. Reading to children helps foster a love of reading, helps

with learning how reading works ie: left to right, that the meaning stays the same, pictures help tell a story and helps with knowing how language sounds when it is correct, fluent and expressive. More importantly it is an enjoyable time spent together.

HOW CAN I HELP MY CHILD WITH READING?

- Regular practice is very important. Assist your child to form a routine of borrowing both take-home and readers and finding 10 or more minutes each day to read to your child and for them to read to you.
- In the beginning stages help your child **practise their Jolly Phonics "tricky words" (words to remember by sight) and** blending boxes. Having letter sounds, sight words and blending as an automatic skill is the basis of beginning reading.
- Keep it fun and stress free. Praise effort.
- Encourage your child to do their best but **don't try to rush them through the** coloured levels. Their reading will benefit from taking it slowly and making sure they are gaining fluency and understanding the text. Easy practice is good practice.
- Talk to teachers if you have any questions or concerns.
- **Borrow our school copy of "How To Read With Your Child" DVD.**
- Read to children- even when you think they are old enough to read alone!